**5-Step Lesson Plan Template**

There are five steps to each lesson in the language classroom. Those steps are the following:

1. **Setting the stage**

In what way will you activate students’ prior knowledge and experience to help them relate to today's lesson? This should be a brief fun activity that motivates students and accesses earlier learning. Communicating the learning objective to students is also an important part of this step.

1. **Target language input**

Using the target language, the teacher models the new material. Target language instruction can be accomplished from day one through the use of TPR, realia, pictures/media, cognates, etc.

1. **Guided practice**

The students practice a new function using teacher-prepared materials. These activities should increase in difficulty and should be directly related to the learning objective of the lesson.

1. **Independent practice**

The students generate communicative language in realistic situations -this is only after students have demonstrated proficiency through guided practice.

1. **Evaluation and closure**

The students show evidence of what they have learned. In a language class, if the goal is communication, assessment should often be performance-based and directly related to learning objectives. Consider the use of multi-modal assessments and student self-assessments as well.

**5-Step Communicative Lesson Plan**

(adapted from <http://lmp.ucla.edu>)

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| Date: | 7/23/2013 | | Level: College 1st semester Spanish | | | | |  | |
| Text: | Vistas | pp. | |  | Unit Title: | | | | Greetings & Introductions |
| **A. Learning Objective:** Students will successfully greet each other in Spanish and introduce their selves. | | | | | |  | | | |
| Materials Needed: | | | | | |  | | | |
| **B. Steps/Plan** | | | | | | | | | |
| **Teacher will:** | | | | | | | **Students will:** | | |
| **Setting the Stage:** (Anticipatory set, how will you motivate, connect to prior knowledge, etc.?)  Spanish music is playing as I greet each student in Spanish when they walk into the classroom. | | | | | | | **Students acknowledge my greetings. Minutes: 5-10** | | |
| **Comprehensible Input:** (use input strategies to model new material in the target language)  When class begins, I greet several students & introduce myself. “Hola, me llamo Teresa. Soy profesora.” After a few people, add yes/no & either/or comprehension questions: Clase, ¿es X? ¿es X o X?  Continue greeting, adding a few “Cómo te llamas? and Mucho gusto.”  Show video “¿Cómo te llamas? <https://www.youtube.com/watch?v=k8vSKZl7Nd8> | | | | | | | **Students show comprehension by answering me. Minutes: 10** | | |
| **Guided Practice:** (students practice new function with teacher-prepared materials)  Project list of greetings vocabulary (including Buenos dias, etc) adding ¿Qué tal?, Encantado, El gusto es mío, Igualmente, Adíos, Chau, & Hasta luego. Have students repeat pronunciation as a class.  Hand out sentence strips to groups with phrases from a conversation to put in order. | | | | | | | **Students repeat vocabulary out loud; they work collaboratively in groups to put conversation in order. Minutes: 20** | | |
| **Independent Practice:** (students generate communicative language in realistic situations)  Hand out colored markers and card stock. Instruct students in Spanish to fold in half & write **Me llamo \_\_\_\_** in large letters on one half (model this.) On the other side, have them write **¿Cómo te llamas?”** Underneath **Me llamo**, write **Mucho gusto. Underneath ¿Cómo te llamas?** write **Igualmente.**  Partner practice: Model with a student and then have them practice with several different people, using the written prompts if needed. | | | | | | | **Students write greetings and practice greeting each other. Minutes: 15** | | |
| **Evaluation/Assessment/Closure:** (students show evidence of what they have learned; was your objective met?)  Listening activity: Listen to questions and statements and choose the correct response from a or b.  Put a scrambled conversation in order, then practice with a partner.  Fill in the blanks in a conversation where one side is filled in.  Based on a drawing, write out four short conversations based on what the people in the scene would say. | | | | | | | **Students listen to and comprehend spoken Spanish.**  **Students order a conversation correctly and practice speaking with each other.**  **Students recall and write Spanish greetings.**  **Students recall and write short conversations. Minutes: 30** | | |

**Check all boxes that apply:**

**CA Content Standards**

Content Communication Cultures Structures Settings

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Stage I Stage II Stage III Stage IV

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**National Content Standards**

Communication Cultures Connections Comparisons Communities

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**Common Core State Standards**

Reading Writing Speaking & Listening Language

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**21st Century Skills**

**Interdisciplinary Themes**

Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy

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Health Literacy Environmental Literacy Global Awareness

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**Modes of Communication**

Interpersonal Interpretive Presentational

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**Skills**

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| *Learning and Innovation Skills* | *Information, Media and Technology Skills* | *Life and Career Skills* |
| Creativity and innovation  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] | Information literacy | Flexibility and adaptability  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] |
| Critical thinking and problem  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.]  solving | Media literacy  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] | Initiative and self-direction |
| Communication and  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.]  collaboration | Information, communications and  technology (ICT) literacy | Social and cross-cultural skills  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] |
|  |  | Productivity and accountability |
|  |  | Leadership and responsibility |